

## CODING KEY

★ = New Standard

🕒 = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
<b>Comprehension and Collaboration</b>	<b>Print Concepts</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Text Types and Purposes</b>	<b>Conventions of Standard English</b>
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> , building on others' ideas and expressing their own clearly. ★ b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways listening to others with care, speaking one at a time about the topics and texts under discussion). ★ c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ★	<b>Phonological Awareness</b>	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★ 🕒	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★ 🕒	W.3.3: Write narratives to develop <b>real</b> or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ★ b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ★ c. Use temporal words and phrases to signal event order. ★ d. Provide a sense of closure. ★	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ★ b. Form and use regular and irregular plural nouns. ★ c. Use abstract nouns (e.g., <i>childhood</i> ). ★ f. Ensure subject-verb and pronoun-antecedent agreement. ★ i. Produce simple, compound, and complex sentences. ★
	<b>Phonics and Word Recognition</b>	RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ★	<b>Craft and Structure</b>		L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. ★ c. Use commas and quotation marks in dialogue. ★ d. Form and use possessives. ★ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ★
	RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllable words. ★ d. Read grade-appropriate irregularly spelled words. ★	<b>Craft and Structure</b>	RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . ★ 🕒	<b>Production and Distribution of Writing</b>	
	<b>Fluency</b>	RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ★	<b>Integration of Knowledge and Ideas</b>	W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ★ W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ★ W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ★	<b>Knowledge of Language</b>
	RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ★ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ★ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ★	<b>Integration of Knowledge and Ideas</b>	RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ★ 🕒	<b>Research to Build and Present Knowledge</b>	L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English. ★
<b>Presentation of Knowledge and Ideas</b>		(Begins in Weeks 7-12)	<b>Range of Reading and Level of Text Complexity</b>		<b>Vocabulary Acquisition and Use</b>
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ★		<b>Range of Reading and Level of Text Complexity</b>	RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ★	<b>Range of Writing</b>	L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ★ L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). ★ L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). ★
		RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ★		W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ★ 🕒 W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ★ 🕒	

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Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. ★ b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ⦿ c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ⦿ d. Explain their own ideas and understanding in light of the discussion. ★	<b>Print Concepts</b>  <b>Phonological Awareness</b>  <b>Phonics and Word Recognition</b> RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. ★ c. Decode multisyllable words. ⦿ d. Read grade-appropriate irregularly spelled words. ⦿ <b>Fluency</b> RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ⦿ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ⦿ RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ⦿ <b>Craft and Structure</b> RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ★ RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ⦿ <b>Integration of Knowledge and Ideas</b> RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ★ <b>Range of Reading and Level of Text Complexity</b> RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ⦿	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ⦿ RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ★ RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ★ <b>Craft and Structure</b> RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . ⦿ <b>Integration of Knowledge and Ideas</b> RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ⦿ <b>Range of Reading and Level of Text Complexity</b> RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ⦿	W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ★ a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ★ b. Develop the topic with facts, definitions, and details. ★ c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information. ★ d. Provide a concluding statement or section. ★ <b>Production and Distribution of Writing</b> W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ⦿ W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ⦿ W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ⦿ <b>Research to Build and Present Knowledge</b> W.3.7: Conduct short research projects that build knowledge about a topic. ★ W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ⦿ <b>Range of Writing</b> W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ⦿	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ⦿ b. Form and use regular and irregular plural nouns. ⦿ c. Use abstract nouns (e.g., <i>childhood</i> ). ⦿ d. Form and use regular and irregular verbs. ★ e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i> ) verb tenses. ★ f. Ensure subject-verb and pronoun-antecedent agreement. ⦿ i. Produce simple, compound, and complex sentences. ⦿ L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. ► c. Use commas and quotation marks in dialogue. ► d. Form and use possessives. ⦿ e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ). ★ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ⦿ <b>Knowledge of Language</b> L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English. ⦿
Presentation of Knowledge and Ideas	SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ★ SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ⦿				

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Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
					<b>Vocabulary Acquisition and Use</b> L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. ⌚ L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). ★ b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). ⌚ L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). ⌚

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## FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
<p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ★</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). ►</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. ►</p> <p>d. Explain their own ideas and understanding in light of the discussion. ☉</p> <p>SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ☉</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and details. ►</p>	<p><b>Print Concepts</b></p> <p><b>Phonological Awareness</b></p> <p><b>Phonics and Word Recognition</b></p> <p>RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes. ☉</p> <p>b. Decode words with common Latin suffixes. ★</p> <p>c. Decode multisyllable words. ►</p> <p>d. Read grade-appropriate irregularly spelled words. ☉</p> <p><b>Fluency</b></p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. ☉</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ☉</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ☉</p>	<p>RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ►</p> <p>RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ☉ ➡</p> <p><b>Craft and Structure</b></p> <p>RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ☉ ➡</p> <p>RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ☉</p> <p>RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. ★</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ►</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ☉</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ►</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ☉ ➡</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ☉ ➡</p> <p><b>Craft and Structure</b></p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. ► ➡</p> <p>RI.3.6: Distinguish their own point of view from that of the author of a text. ★</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ►</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ☉</p>	<p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ★</p> <p>a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. ★</p> <p>b. Provide reasons that support the opinion. ★</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. ★</p> <p>d. Provide a concluding statement or section. ★</p> <p><b>Production and Distribution of Writing</b></p> <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ☉</p> <p>W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ☉</p> <p>W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ☉</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ☉</p> <p>b. Form and use regular and irregular plural nouns. ►</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>). ►</p> <p>d. Form and use regular and irregular verbs. ☉</p> <p>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. ☉</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement. ☉</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ★</p> <p>i. Produce simple, compound, and complex sentences. ☉</p> <p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Form and use possessives. ►</p> <p>e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). ☉</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ☉</p> <p><b>Knowledge of Language</b></p> <p>L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English. ►</p>
Presentation of Knowledge and Ideas					
<p>SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ☉</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ☉</p>					



## Grade 3 ► Weeks 13-18 (cont.) What Do Good Readers, Writers &amp; Thinkers Do?

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				<b>Range of Writing</b> W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 ➡	

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	Phonological Awareness	RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. ⦿ b. Decode words with common Latin suffixes. ⦿ d. Read grade-appropriate irregularly spelled words. ⦿	RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ▶ ⦿	RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ★ RI.3.6: Distinguish their own point of view from that of the author of a text. ⦿ ⦿	L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ). ⦿ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ⦿ g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ★
	Phonics and Word Recognition		RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ▶ ⦿ RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ⦿ RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. ⦿ ⦿		
Presentation of Knowledge and Ideas	Fluency	Craft and Structure	Craft and Structure	Production and Distribution of Writing	L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. ★
SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ▶ SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ★ SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) ⦿	RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ⦿ c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ▶ ⦿ RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ⦿ RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. ⦿ ⦿	RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ★ RI.3.6: Distinguish their own point of view from that of the author of a text. ⦿ ⦿	W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ⦿ W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ⦿ W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ⦿	
		Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	
		RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ★	RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ★ RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. ★	W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ⦿ ⦿	
				Range of Writing	
			W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ⦿ ⦿		

## Grade 3 ► Weeks 19-24 (cont.) What Do Good Readers, Writers &amp; Thinkers Do?

## CODING KEY

★ = New Standard

🌀 = Continued Focus

► = Focus Fading to Mastery

## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
		Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		Vocabulary Acquisition and Use
		RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. 🌀	RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. 🌀		<p>L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). 🌀</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). ★</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ★</p> <p>L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). ►</p> <p>c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). 🌀</p> <p>L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). 🌀</p>

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## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language		
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English		
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 🌀	Phonological Awareness	RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 🌀 🌀  <b>Craft and Structure</b> RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 🌀 🌀 RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters. 🌀 🌀	<b>Craft and Structure</b> RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 🌀 🌀 RI.3.6: Distinguish their own point of view from that of the author of a text. ▶	W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 🌀 b. Develop the topic with facts, definitions, and details. 🌀 c. Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information. 🌀 d. Provide a concluding statement or section. 🌀	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. 🌀 f. Ensure subject-verb and pronoun-antecedent agreement. 🌀 g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. ▶ h. Use coordinating and subordinating conjunctions. 🌀 i. Produce simple, compound, and complex sentences. 🌀 L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. ★ e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ). 🌀 f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 🌀 g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 🌀		
	Phonics and Word Recognition			RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. ▶ b. Decode words with common Latin suffixes. ▶ d. Read grade-appropriate irregularly spelled words. ▶	<b>Integration of Knowledge and Ideas</b> RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 🌀 🌀 RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. 🌀 🌀	<b>Production and Distribution of Writing</b> W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) 🌀 W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) 🌀 W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. 🌀	
	Fluency			RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	<b>Range of Reading and Level of Text Complexity</b> RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. 🌀	<b>Research to Build and Present Knowledge</b> W.3.7: Conduct short research projects that build knowledge about a topic. 🌀 W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 🌀 🌀	
Presentation of Knowledge and Ideas		<b>Integration of Knowledge and Ideas</b> RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 🌀 🌀	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Writing</b> W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 🌀	<b>Knowledge of Language</b> L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. 🌀  <b>Vocabulary Acquisition and Use</b> L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i> ). ▶ c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ). 🌀 d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 🌀 L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i> ). ▶ L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). 🌀		



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## FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
<b>Comprehension and Collaboration</b>	<b>Print Concepts</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Text Types and Purposes</b>	<b>Conventions of Standard English</b>
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ►	<b>Phonological Awareness</b>	RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. ► Ⓢ	<b>Craft and Structure</b>	W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. ► a. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons. ► b. Provide reasons that support the opinion. ► c. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i> ) to connect opinion and reasons. ► d. Provide a concluding statement or section. ►	L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ► f. Ensure subject-verb and pronoun-antecedent agreement. ► h. Use coordinating and subordinating conjunctions. ► i. Produce simple, compound, and complex sentences. ► L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. ► e. Use conventional spelling for high-frequency and other studied words for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i> ). ► f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ► g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. ►
	<b>Phonics and Word Recognition</b>		<b>Integration of Knowledge and Ideas</b>	<b>Production and Distribution of Writing</b>	<b>Knowledge of Language</b>
	<b>Fluency</b>	<b>Craft and Structure</b>	RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ► Ⓢ RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. ► Ⓢ	W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ► W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ► W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ►	L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. ►
<b>Presentation of Knowledge and Ideas</b>		<b>Integration of Knowledge and Ideas</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Research to Build and Present Knowledge</b>	<b>Vocabulary Acquisition and Use</b>
SL.3.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ►	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ►	RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). ► Ⓢ <b>Range of Reading and Level of Text Complexity</b>	RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ►	W.3.7: Conduct short research projects that build knowledge about a topic. ► W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ► Ⓢ <b>Range of Writing</b>	L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i> ). ► d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ► L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). ►
		RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. ►		W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ► Ⓢ	